1916-17

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Fourteenth
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1916-1917

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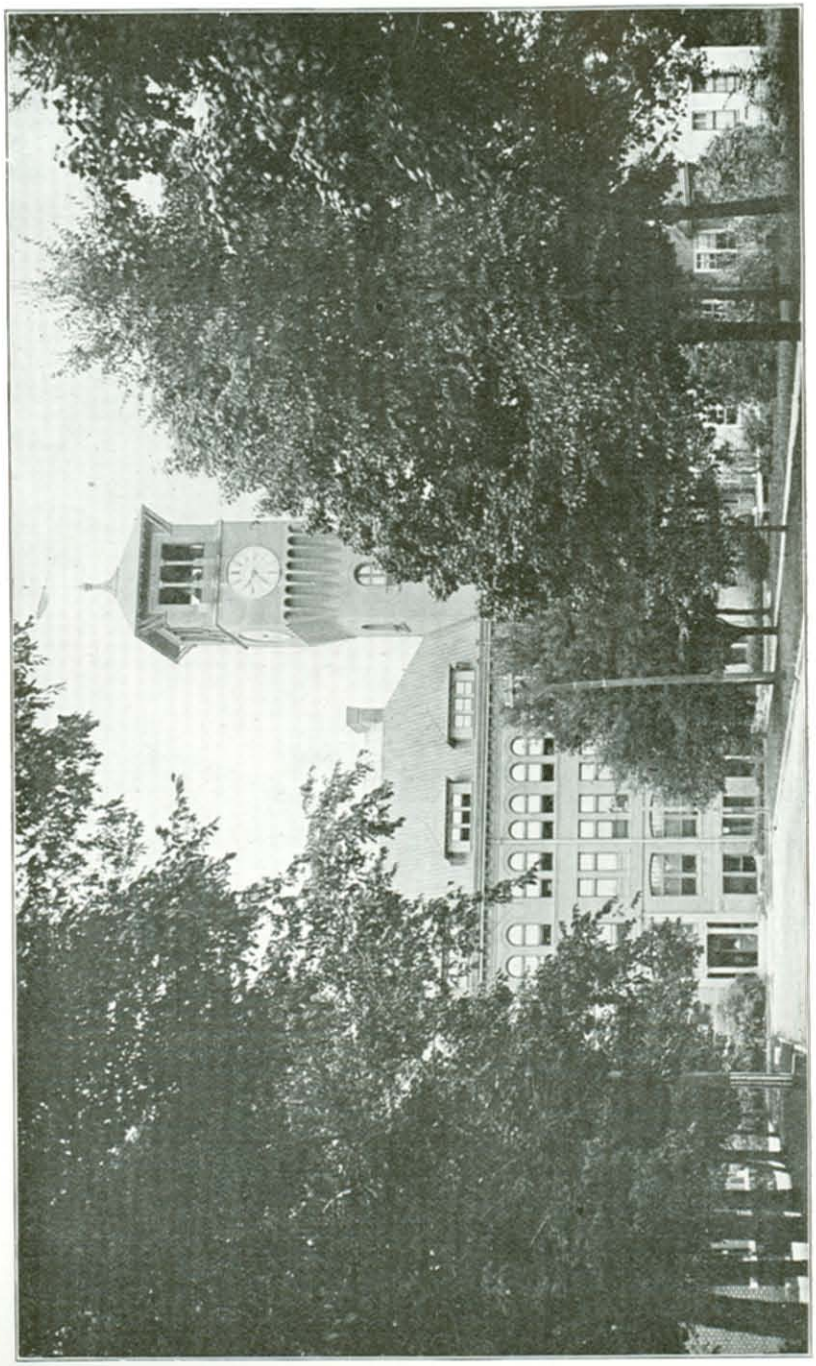
THE STOUT INSTITUTE
BULLETIN

ANNOUNCEMENT
1916-1917



Vol. XI March 1916 No. 1

THE STOUT INSTITUTE BULLETIN

GENERAL INFORMATION
AND COURSES OF STUDY FOR
THE SCHOOL YEAR
1916-1917

PUBLISHED QUARTERLY BY THE STOUT INSTITUTE
AT MENOMONIE, WISCONSIN

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CALENDAR FOR 1916-1917

Eleventh Annual Summer Session begins July 31, 1916.
Summer Session ends September 1, 1916.
Fourteenth Regular Session begins September 11, 1916.
Holiday vacation December 20, 1916-January 3, 1917.
First Semester ends January 26, 1917.
Second Semester begins January 29, 1917.
Fourteenth Regular Session ends June 1, 1917.

THE STOUT INSTITUTE BULLETIN

The Bulletin is issued four times during the year: March, June, September, December.

It covers the application of the principles of industrial and household arts and sciences to public school conditions and indicates how these subjects are being developed in Menomonie.

The subscription price is fifty cents per year. Sample copies will be sent upon request.

ANNOUNCEMENT

FOR THE FOURTEENTH ANNUAL SESSION

OF

THE STOUT INSTITUTE

MENOMONIE, WISCONSIN

1916-1917

OFFICERS OF ADMINISTRATION

L. D. HARVEY, President of the Stout Institute

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LOUIS F. OLSON, Superintendent of Shops
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EBBA H. NESSETH, Clerk
ZILPHA BENSEND, Clerk

FACULTY

INSTRUCTORS FOR THE SCHOOL YEAR

L. D. HARVEY, Psychology and Pedagogy
Milton College, B. A., 1872; Ph. D., 1898. High school principal, 1873-1879; city superintendent, 1880-1885; normal schools, 1885-1888; state superintendent, 1889-1902; superintendent Stout Training Schools, 1903-1908; president Stout Institute, 1908-

GEORGE FRED BUXTON, Organization of Manual Training
Pratt Institute, 1899; Teachers' College, Columbia University, bachelor's diploma in education, 1904; B. S., 1908; University of Wisconsin, summer session, 1908. Teacher of manual training, Newark, New Jersey, 1899-1901; Portland, Maine, 1901, 1903; Springfield, Massachusetts, 1904-1905; Ohio State University, summers, 1909-1910; director manual training department, Stout Training Schools, 1905-1908; Stout Institute, 1908-

A. W. BROWN, Wood Finishing
Ten years' experience as journeyman painter and decorator; ten years' experience in wood finishing in piano factory, automobile and carriage shops; Stout Institute, 1911-

OTTO E. BRUNKOW, Architectural Drawing, Freehand Drawing
University of Illinois, architecture, 1911-1912; Stout Institute, 1913. Four years' practical experience in carpentry and architectural drawing; Stout Institute, 1913-

THOMAS CHRISTOFFEL, Cabinet Production
Three years' apprenticeship in cabinet making and inside finishing work in Switzerland; Swiss diploma in cabinet making, 1905; journeyman in Switzerland, 1905-1907; practical mill work and cabinet making experience in Wisconsin, 1907-1913. Special study at Stout Institute, 1913-1914; Stout Institute, 1914-

FRED L. CURRAN, Elementary Woodwork, History of Manual Training, Primary Handwork
State Normal School, Stevens Point, Wis., 1905; Stout Institute, 1908; Bradley Polytechnic Institute, summers, 1908, 1909. Teacher in public schools, 1898-1903; principal state graded schools, 1905-1907; Stout Institute, 1908-

CHAS. E. ESLINGER, Printing
Stout Institute, 1912. Four years' experience as practical printer; teacher of printing, Stout Institute, 1912-

JAMES T. GRECERSON, Joinery, Pattern Making
Class for Industrial Teachers at Milwaukee, 1912-1913, University of Wisconsin Extension Division; University of Wisconsin, 1913-1914. Eleven years' experience in various branches of pattern work; instructor in elementary woodworking, University of Wisconsin, summer session, 1914. Stout Institute, 1914-

HENRY O. GRUBERT, Wood Turning
Served apprenticeship in German wood turning shops; fifteen years' experience in all grades of wood turning; six years' experience in turning hard rubber, bone, ivory, and amber; five years' experience as shop manager. Stout Institute, 1913-

H. M. HANSEN, Cabinet Making, Mill Work, Saw Filing
Fourteen years' experience in mill work and as pattern maker, carpenter, and draftsman; Stout Institute, 1912-

F. F. HILLIX, Machine Shop Practice, Foundry Work
Purdue University, 1904-1905; special instructor, 1905-1910. Stout Institute, 1916. Eight years' practical experience in the metal trades. Instructor in machine shop practice, Evansville, Ind., manual training school, 1910-1911; instructor in foundry practice, Chicago University, summer session, 1911; Stout Institute, 1911-

R. F. JARVIS, Blacksmithing, Industrial Economics
Shop work, 1905; University of Missouri, B. S., 1912. Assistant in engineering shop work, University of Missouri, 1906; instructor in manual training, Birmingham, Ala., 1907-1911; assistant in manual training, University of Missouri, 1911-1912; Stout Institute, 1912-

H. W. JIMERSON, Plumbing and Heating
Journeyman and contractor, 1884-1904; director Minneapolis School of Plumbing, 1904-1908; director plumbing trade school, Stout Institute, 1908-

O. C. MAUTHE, Physical Training
Normal School of North American Gymnastic Union, Milwaukee, 1895; Harvard University summer school of physical training, 1897; Chautauqua, N. Y., summer school, 1899; Gilbert Normal School of aesthetics and social dancing, Boston, summer, 1904. Physical director, Turnverein Vorwaerts, Milwaukee, 1895-1896; West Minneapolis Turnverein, Minneapolis, 1895-1899; special instructor, Harvard University, summers, 1898, 1902, 1903; physical director, Dayton Turngemeinde, and Young Women's League, Dayton, O., 1899-1903; physical director, Shreveport Athletic Association, Shreveport, La., 1903-1909; supervisor of games, Dayton vacation schools, 1903; supervisor of playgrounds, Shreveport, La., 1905-1909; physical director, Stout Institute, 1909-

LOUIS F. OLSON, Carpentry, General Drafting

Stout Institute, 1906; graduate work Stout Institute, 1907. Three years' practical drafting, carpentry, and contracting; teacher of forging and mechanical drawing, Stout Institute, 1907-1908; director of manual training, public schools, Madison, Wis., 1908-1911; teacher of drafting and shop work, summer session, Kansas State Manual Training Normal School, 1909; summer sessions, Stout Institute, 1907, 1910, 1911; Stout Institute, 1911-

J. E. RAY, Bricklaying, Cement Work

Williamson Trade School, 1908; seven years' experience as journeyman bricklayer and foreman in various parts of the United States; Stout Institute, 1914-

ROBERT H. RODGERS, Supervision of Practice Teaching, Methods of Teaching Manual Training

Oregon Agricultural College, B. S. in Mechanical Engineering, 1909; Teachers' College, Columbia University, B. S. and bachelor's diploma in supervision of industrial education, 1913; graduate study, Teachers' College, 1913-1914; patternmaker, Portland, Oregon, 1898-1905; instructor in woodwork, turning and pattern making, Oregon Agricultural College, 1909-1912; instructor in mechanical drawing St. George Evening Trade School, New York City, 1912-1913; director of Home Thrift Association shops, New York City, 1913-1914; Stout Institute, 1914-

JOHN O. STEENDAHL, Mechanical Drawing

Stout Institute, 1905. Director manual training, La Junta, Colorado, 1905-1906; The Academy of Idaho, Pocatello, Idaho, 1906-1910; head of drafting department, Portland School of Trades, Portland, Oregon, 1910-1912; Stout Institute, 1912-

DAISY ALICE KUGEL, Organization of Home Economics

University of Michigan, A. B., 1900; Columbia University, B. S. and diploma Teachers' College, 1908; teacher in public schools, 1902-1906; teacher of domestic science, Chautauqua, N. Y., summer, 1911; Stout Institute, 1909-

MARGARET BAKER, Cookery

Iowa State College, B. S., 1910, Iowa State Teachers' College, summer, 1905, Teachers' College, Columbia University, summer, 1913, dietitian, Iowa Methodist Hospital, Des Moines, 1910-1912; St. Joseph's Hospital, Chicago, 1912; Teacher of Home Economics, Rockhill City, Iowa, 1913; Dunn County Agricultural School, Menomonie, Wis., 1913-1915; Stout Institute, 1915-

BERTHA BISBEY, Dietetics

Kansas State Normal, 1893-1894; University of Chicago, summer session, 1908; Stout Institute, 1910-1912. Teacher in public schools, Alma, Kan., 1900-1903; Manhattan, Kan., 1903-1908; teacher of mathematics, Kansas State Agricultural College, Manhattan, Kan.; Stout Institute, 1912-

CLARA LOUISE BOUGHTON, Advanced Cookery, Food Study

State Normal School, Milwaukee, 1890-1893; Stout Institute, 1909-1910. Teacher in public schools, Manitowoc, 1893-1909; director domestic science, Racine, 1910-1911; Stout Institute, 1911-

ELIZABETH BOWEN, Junior Sewing

Iowa State Normal School, 1898; The Stout Institute, 1916. Teacher in public schools, Dubuque, Iowa, 1900-1911; The Stout Institute, 1916-

GRACE M. DOW, Institutional Management

St. Paul Teachers' Training School, 1897; University of Minnesota, summer session, 1910; Stout Institute, 1911. Teacher in public schools, St. Paul, 1897-1908; Stout Institute, 1911-

ELEANOR M. DUNN, Food Study, Senior Cookery

Whitewater Normal School, 1906; Milton College 1908-1909; Stout Institute, 1913. High school instructor, 1906-1908, 1909-1911; director of household arts, State Normal School, Warrensburg, Mo., 1913-1914; Stout Institute, 1914-

SELMA ERICSON, Trade Dressmaking

Practical work in dressmaking—apprentice, employee, and shop manager, 1901-1908; designer and fitter for commercial houses, 1908-1912-1914. Teacher in the Milwaukee School of Trade for Girls, 1913; Stout Institute, 1914-

LOUISE PHILLIPS GLANTON, Supervision of Practice Teaching

Shorter College, Rome, Ga., A. B.; Columbia University, B. S., and diploma Teachers' College. Critic, third grade, Speyer school, Teachers' College, 1902-1908; superintendent Nassau industrial school, Lawrence, Long Island, 1909-1910; director of domestic science department, public schools, Montgomery, Ala., 1910-1912; Stout Institute, 1912-

GLADYS T. HARVEY, Interior Decoration

University of Wisconsin, 1905-1906; Art Institute of Chicago, 1906-1908; Stout Institute, summer sessions, 1908, 1911, 1912; Handicraft School of Design and Normal Art, Minneapolis, 1910-1912; Stout Institute, 1913-

BESSIE F. HOLMAN, Dressmaking, Supervision of Practice Teaching

Earlham College, Richmond, Indiana, 1906-1907; Teachers' College, Columbia University, Diploma Domestic Art, 1909; Teachers' College, Columbia University B. S. Teacher of Household Arts, Georgia Normal and Industrial College, Milledgeville, Georgia, 1909-1911; Assistant in Household Arts, Summer Session, Teachers' College, Columbia University, 1912; teacher of Household Arts, State Normal School, Buffalo, New York, 1912-1916; The Stout Institute, 1916-

ALMA KRUEGER, Physical Training

Normal College, North American Gymnastic Union, Indianapolis, Ind., 1911; director of playground work Minneapolis, summers, 1912-1913; Stout Institute, 1911-

MABEL H. LEEDOM, Chemistry

City Normal School, Dayton, Ohio, 1894; Stout Institute, 1910; Columbia University, summer session, 1913. Teacher in public schools, Dayton, Ohio. 1895-1905; Stout Institute, 1910-

MARY M. McCALMONT, Chemistry

West Minster College, New Wilmington, Pa.; graduate student, University of Omaha, Neb., 1911; University of Wisconsin, 1911-1912. Teacher in public schools, 1906-1907; principal of high school and supervisor of music, Woodville, Ohio, 1907-1909; city schools, Omaha, Neb., 1909-1911; Stout Institute, 1912-

ELLA G. McCAULEY, Millinery, Art Needlework

Student Stout Institute, summer session, 1911, regular session, 1911-1912. Ten years' experience as designer and trimmer in wholesale millinery establishments; instructor in millinery, Stout Institute, 1911-

MARY I. McFADDEN, Psychology

State Normal School, Oshkosh, 1897; University of Wisconsin, Ph. B., 1900; A. M., 1907; University of Chicago, Ph. M., 1901; Teachers' College, Columbia University, January, 1908-June, 1908. Teacher, Grand Rapids high school, 1891-1892; principal, Menomonee Falls high school, 1892-1893; assistant principal, Oconto high school, 1893-1895; associate supervisor of practice, Oshkosh Normal School, 1901-1906; acting assistant professor of education, University of Kansas, one semester, 1906-1907; principal, Muskegon City Normal School, 1909-1910; supervisor of practice, teacher of pedagogy and music, Sauk County Training School, 1911-1912; Stout Institute, 1912-

MARY BURT MESSER, Home and Social Economics

Vassar College 1901-1902. Teacher in McKinley High School, Washington, D. C., 1902, 1903. Head of English department, Washington College, 1907-1910. Social worker in Association for Improving the Condition of the Poor, New York, 1911, 1912. Investigator of charitable institutions for Charity Organization Society, New York, 1912-191. The Stout Institute, 1916-

THOMAS R. MOYLE, Chemistry

Lawrence College, B. S., 1899; M. A., 1912; Chicago University, 1909-1910. Teacher, Mauston, Wis., high school, 1899-1901; Sparta, Wis., high school, 1901-1903; Appleton high school, 1905-1909; Menomonie high school, 1910-1911; Stout Institute, 1911-

MARY L. NILES, Freehand Drawing and Design

Chicago Art Institute, 1902; student, Minneapolis Handicraft Guild, 1908, and summers, 1907, 1908, 1909-1910, 1911; student Prang summer school, Chicago, 1912; private student under John H. Vanderpool and Charles Francis Brown, 1901. Teacher of private art classes, 1892-1909; teacher of clay modeling and pottery, Stout Institute, summer sessions, 1909-1913; Stout Institute, 1913-

LILA MORRIS O'NEALE, Dressmaking and Costume Design

State Normal San Jose, Diploma 1908, Stanford University, A. B. 1916; Teachers' College, Columbia University, B. S. and diploma in Household Arts Education, 1916. Teacher in Manual Training, Public Schools, Oakland, Cal., 1911-1912, Teacher of Domestic Art, San Jose Normal School, 1913-1915, Teacher of Domestic Art, University of California, summer session, 1913, 1914, 1915; The Stout Institute, 1916-

RUTH MARY PHILLIPS, English

University of Wisconsin, B. A., 1904; graduate work, University of Wisconsin, summer session, 1905, and one semester, 1909. Teacher in high school, Lodi, Wisconsin, 1904-1905; teacher in high school, Black River Falls, Wisconsin, 1906-1910; Stout Institute and Menomonie high school, 1910-

RUTH VIRGINIA SIMPSON, Junior Cookery

Illinois State Normal University, 1909-1910; summer sessions, 1906-1907, 1908- 1909; Teachers' College, Columbia University, 1911-1912. Teacher in public schools, LeRoy, Illinois, 1905, 1908; teacher of domestic science, high school, LeRoy, Illinois, 1910-1911; high school, Lead, South Dakota, 1912-1913; Stout Institute, 1912-

FRANCES B. SKINNER, Cooking and Food Study

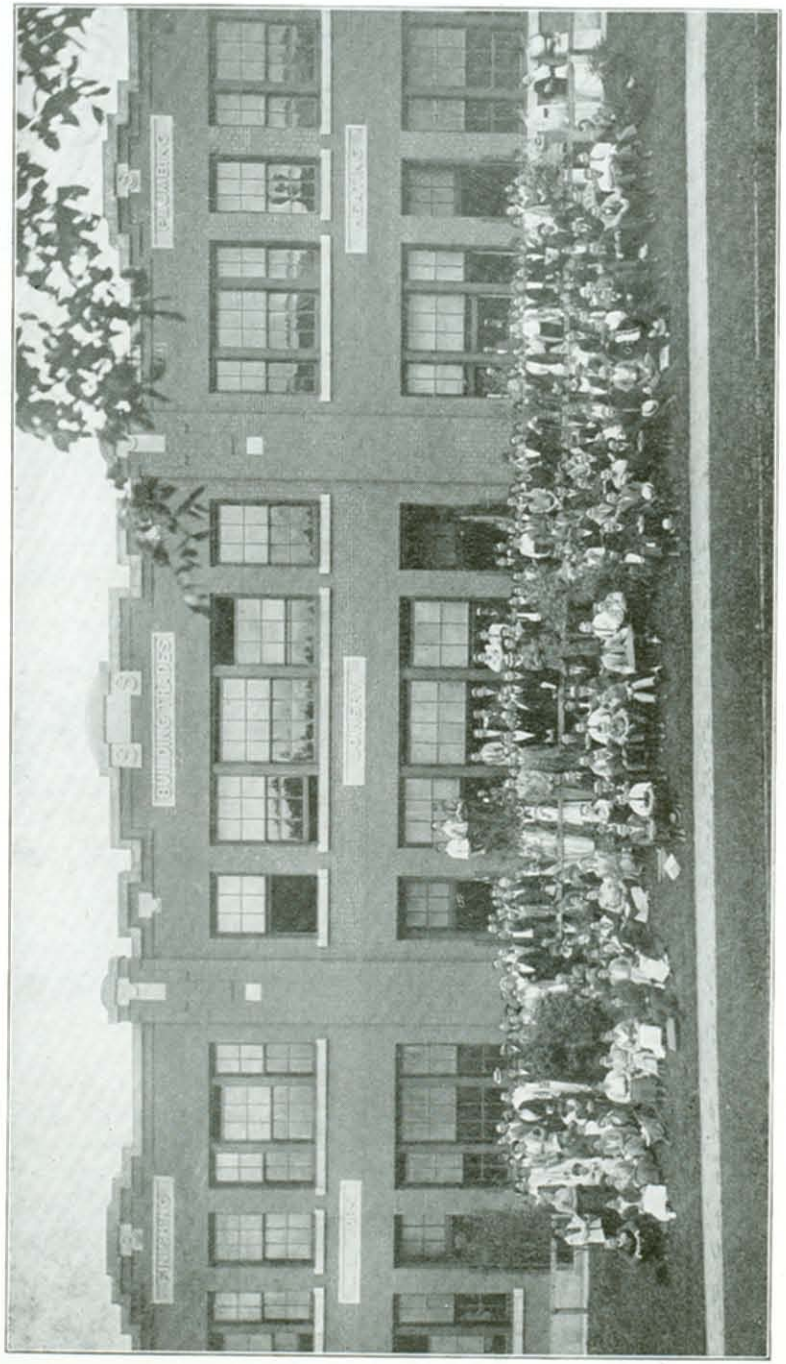
George Washington University, 1910-1911; Departmental Ceritficate Teachers' College, Columbia University, 1914; B. S. and Diploma in Supervision of Household Arts, Teachers' College, Columbia University, 1916. Teacher of Household Arts. Public Schools, Washington, D. C., 1915; The Stout Instittue, 1916-

CLARA G. TURNER, Household Management

Normal School, Fredricton, N. B., 1902; Mt. Allison Ladies' College, N. B., 1906; Teachers' College, Columbia University, B. S., 1912. Teacher in public schools, New Brunswick, 1903-1904; teacher of domestic science, consolidated schools, New Brunswick, 1906-1911; Stout Institute, 1912-

LOUISE WILLIAMS, Microbiology, Physiology and Hygiene

McGill University, 1907; B. A. and diploma from McGill Normal School. Columbia University, M. A., 1911, and master's diploma in teaching of biological science, Teachers' College, 1911. Teacher of classics and science, Dunham College, Quebec, 1907-1909; Stout Institute, 1911-



CENTER SECTION OF BUILDING TRADES SCHOOL

GENERAL INFORMATION

LENGTH OF COURSES

Courses leading to the diploma granted by each of the training schools for teachers require two years' work. No diploma is issued to any person who has not been a student in residence for at least one year. Upon the completion of one of these courses,—Manual Training or Home Economics,—a diploma is issued, which by statute, is made the basis for the issuance of a life certificate, after two years' successful teaching in Wisconsin.

This certificate legally qualifies the holder to teach the subjects in which training has been taken, in the public schools of the state. The certificate is issued by the Wisconsin State Board of Examiners and is accepted in most of the other states.

QUALIFICATIONS FOR ADMISSION

Graduation from a four years' high school course, or equivalent preparation, is required for admission to each of the training courses. The candidate must be at least eighteen years of age, and must be possessed of good health and physical energy, of refinement and good character. Testimonials of good character are required.

Students who have had normal or collegiate training are given credit for such of the required work in the Institute courses as they have satisfactorily mastered. Successful experience in teaching before entering Stout Institute, in most cases, reduces the amount of practice teaching required of the student.

ADVANCE ENROLLMENT

Persons who wish to enter the Institute should make application in advance for an enrollment blank, which should be filled out and forwarded to the school with two certificates of good character. A physician's certificate of good health and physical ability to carry on full work in the Institute, must be presented by each student when first entering the school. Enrollment is made in the order of application.

THE DEMAND FOR GRADUATES

The demand for graduates of Stout Institute as teachers of manual training and home economics and in continuation schools is steadily increasing year by year. Graduates have taught or are teaching in every state in the Union, except three, and in Canada and Porto Rico.

The number of schools in which manual training and domestic art and science are being taught is rapidly increasing and the demand for well-trained teachers of these subjects is greater than ever before.

The officers of the Institute are glad to recommend teachers to school officials who are seeking competent teachers of manual training, industrial arts, and domestic art and science. In making recom-

mendations every effort is made to name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. The more complete and definite the information furnished as to the kind and amount of work required, and the salary to be paid, the better they are prepared to select the person most likely to give satisfactory service. They prefer to make no recommendation unless they feel confident that they can name a candidate who will succeed.

While the officers of the Institute never guaranteee positions to students upon graduation, they do everything in their power to assist graduates to positions they are qualified to fill.

THE SUMMER SESSION

Stout Institute summer sessions offer exceptional opportunities for supervisors or special teachers of manual training, domestic art and science, or freehand drawing, to advance themselves along their special lines, either in technique or along the professional side. Superintendents and principals are finding in these summer sessions an opportunity for learning something of the content and method of school handwork. Grade teachers are perfecting themselves in special subjects through summer courses.

Provision is made for outings and games so that a vacation may be combined with a summer course of study.

Ninety-seven courses were offered in the summer of 1915. The session for 1916 opens July 31 and closes September 1. .The December (1915) number of the Bulletin gives full information concerning the courses to be offered in the summer session of 1916.

SCHOOL EXPENSES

Tuition is one hundred dollars per year, one-half payable at the beginning of each semester. A fee of twenty dollars per year is charged to cover the cost of materials used by students in the manual training department. Students taking work in any courses not required for graduation, are charged an additional fee to cover actual cost of material used in such courses.

Board and room can be obtained at prices ranging from five to six dollars per week in private families.

LABORATORY FEES.

In the science courses minimum fees are charged for laboratory work. The fees for the regular course are as follows:

General Chemistry	$5.00
Food and Household Chemistry	5.00
Bacteriology	5.00
Chemistry of Nutrition	5.00
Junior Cookery (per semester)	4.00
Advanced Cookery (per semester)	4.00
Dietetics	1.50
Model and Plain Sewing (per semester)	1.00
Drawing and Design	1.00

Institutional Management	1.00
Trade Dressmaking	1.00
Dressmaking (per semesetr)	1.00
Millinery (per semester)	1.00
Interior Decoration	1.00

In addition to the laboratory fee, students are expected to pay for any breakage which may occur.

LIBRARY AND READING ROOM FEES

A fee of five dollars, payable at the opening of the school year, is required of each student.

All necessary text books are furnished from the loan text book library for the school year without any extra charge to students.

The reference library is supplied with standard reference books needed to supplement text books in different subjects and with educational and technical periodicals adapted to the needs of the students.

REFUNDS

Students who are compelled to withdraw from the Institute by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice is received of such withdrawal, to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice is received of withdrawal. Refund for advance payment for room rent in the dormitories is allowed from the date when the room is again rented, and effort is made to secure an occupant at the earliest date possible. As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

UNIFORMS

Young women attending the Institute are required to wear uniforms during the daily sessions. Men are required to wear white overalls and jumpers in the woodworking shops and brown overalls and working shirts in the metal working shops.

A gymnasium suit is required of each student taking physical training. This work is optional for students in the home economics department. It is required for all juniors in the manual training department.

Circulars of information regarding uniforms and gymnasium suits for women will be sent to all enrolled students.

DORMITORIES

Bertha Tainter Hall accommodates about thirty young ladies. The hall is furnished with all modern conveniences, the rooms are electric lighted, and heated both by direct and indirect radiation, thus assuring ample heat and good ventilation. A large reception

room, a music room, and a reading and study room for those who prefer to study there rather than in their rooms, are provided. The hall is three blocks from the school grounds, overlooks Lake Menomin, and is in the midst of spacious, well-kept, well-wooded grounds. It is the aim to make this an ideal home for such students as wish to avail themselves of its accommodation. The hall is in charge of a woman of experience and culture, and such regulations and supervision are maintained as insure proper conditions for health, effective work, and the proper social life of students.

Tainter Annex accommodates sixty-six young ladies and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purposes for which it is planned. It has a large central living room with two balconies and skylight above, making an attractive place for rest and social activities. The rooms are all arranged in suites of study and sleeping room, each suite for two students. The Annex has been remodeled and refitted and is in every way adequate to the needs of a school dormitory. A large dining room in Bertha Tainter Hall provides meals for students in both halls.

The charge for room for the school year for each student is sixty to eighty dollars, according to the size and location of the room. In most cases the lower rate prevails. The charge for meals and a definite amount of laundry work for each student rooming in the halls is four dollars and fifty cents per week. The amount of laundry work done under the above arrangement is the average amount each student requires weekly. A list of the different articles laundered weekly without additional charge is furnished each student. Articles not included in this list are laundered at a reasonable rate at the institute laundry.

Rooms in the dormitories will be available Saturday, September 9, 1916. Meals will be served beginning Sunday, September 10, 1916.

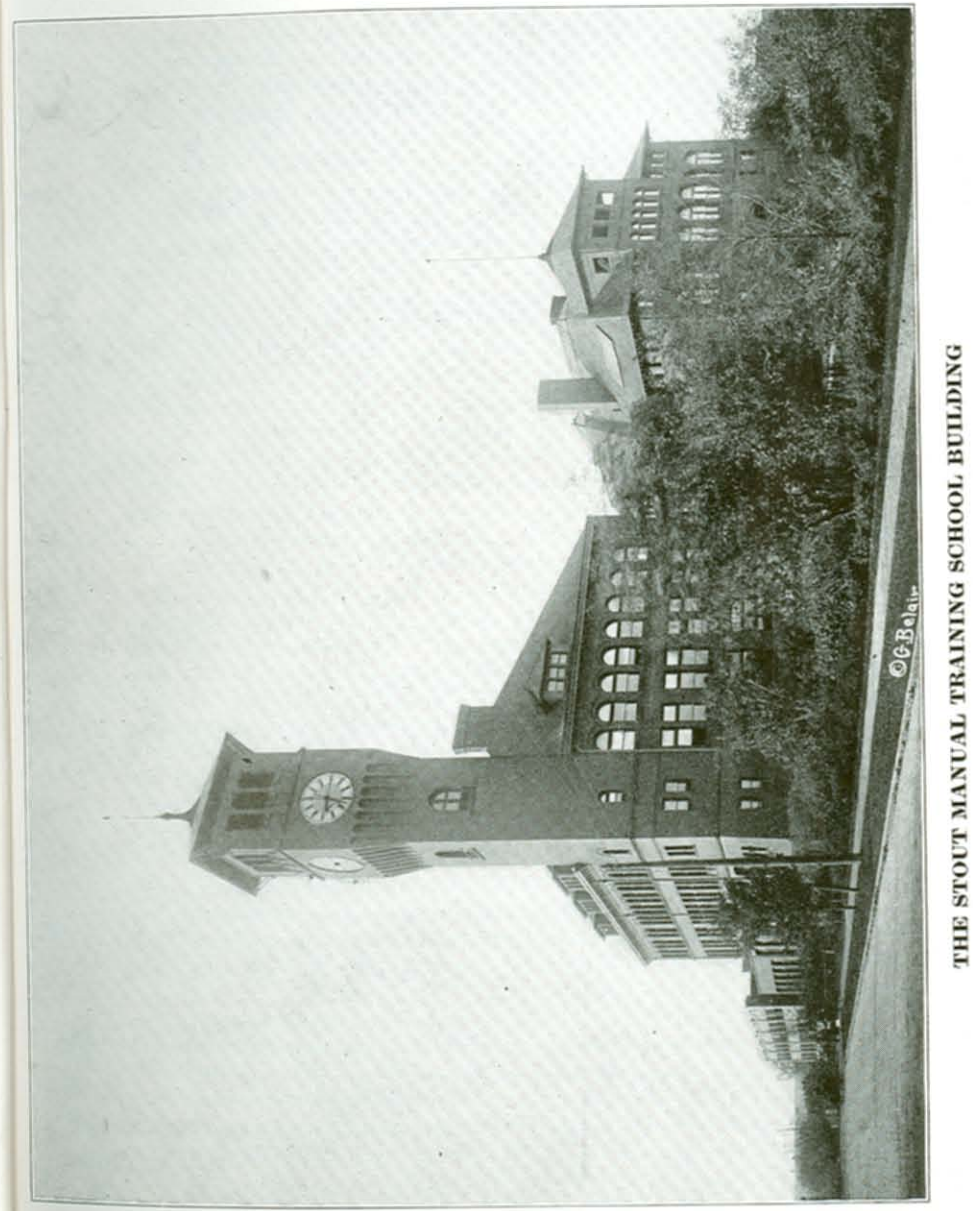
SCHOOL YEAR

The school year is thirty-six weeks in length, beginning September 11, 1916, and ending June 1, 1917. Students should arrange to enter at the beginning of the school year if possible. When this is not possible students may enter at the beginning of the second semester.

The summer session is five weeks in length, beginning July 31, 1916, and ending September 1, 1916.

Address all correspondence regarding courses of study or general work of the institute to

L. D. HARVEY,
President The Stout Institute,
Menomonie, Wisconsin.



THE STOUT MANUAL TRAINING SCHOOL BUILDING

MANUAL ARTS COURSES

COURSES OF STUDY FOR 1916-1917

The Manual Training Department offers courses for teachers of Manual Training and vocational subjects in public schools. These courses are two years in length. They furnish students an opportunity to get the broad range of work demanded for the smaller school systems, and give them a chance to specialize in certain groups of work.

The work in the junior year covers elementary courses in many fields of shop work and drawing, and also courses in psychology and pedagogy, English, history and literature of manual training, and industrial economics.

Courses are given in the building trades, covering architectural drawing, carpentry, plumbing, bricklaying, cement work, and painting. Courses are given in the machine trades, covering machine drawing, machine shop practice, pattern making, foundry practice, and forging. Courses are given in general wood working lines, covering advanced mechanical drawing, cabinet making, case construction, mill work, wood turning, and wood finishing. Courses are given for teachers in elementary schools, covering design, grade wood work, elementary industrial arts, and printing. Students are given an opportunity to elect work in two of the four above named groups.

The Building Trades School with the equipment which has been recently added to the shops, gives the best of facilities for instruction in each of the lines of work offered. The rooms are large, airy, light, and conveniently arranged.

In each of the shop courses during the senior year, considerable emphasis is placed upon the professional aspects of the subjects. Students are shown not only the technique of the work itself but methods of organizing and teaching the special subject in public school classes. All seniors are required to take courses in organization of manual training and in methods of teaching manual training, with the observation of teaching and practice teaching.

In the different subjects described on the following pages, attempt has been made to indicate the general scope of the work covered by the student and the line of instruction given by the teacher.

PSYCHOLOGY AND PEDAGOGY

This work is taken at the beginning of the junior year and is limited to a consideration of principles, fundamental in character, and to the application of these principles in the actual work of teaching. Time does not permit the study of psychology as a cultural subject. The students who have so studied it, but have not given consideration to the application of its fundamental principles in teaching, will need to take the prescribed course.

Special attention is given to the psychology of attention, habit, and will. Those principles of pedagogy are considered which may be shown to have a practical application in the teacher's work. In

the academic, shop, and laboratory work, it is the aim of the teacher not only to have the students master the special work under consideration, both from the academic and technical standpoints, but at the same time to consider the work from the standpoint of the teacher. Practical exercises are given throughout the course requiring a conscious application by students in their work of the psychological and pedagogical principles studied.

ORGANIZATION OF MANUAL TRAINING

This course is planned to cover problems in the organization and teaching of manual training in the public schools. It covers the theory of education and its application to manual training, the place of manual training in a school system, the qualifications and opportunities of the special teacher, problems in administration and supervision of a special department, a study of the subject matter of manual training courses and details of equipment and costs of maintenance of a manual training department. Lectures, discussions, assigned readings and reports make up the work of the course.

TEACHING OF MANUAL TRAINING

The purpose of this course at the beginning of the senior year is to bring about a definite realization of the principles of the teaching process. Lectures, discussions, assigned readings, observations and reports are utilized to this end. All applications are very largely made to concrete examples in the field of manual training. Under the close supervision of the instructor, observations of the work of experienced teachers are made; also during the course certain students are required to conduct classes for the purpose of observation and criticism. Special emphasis is placed upon the preparation of lesson plans and shop management in all the different lines of work.

PRACTICE TEACHING AND OBSERVATION

As a requirement for graduation, every student must have twenty-seven weeks of practice teaching. Proof of successful teaching experience may at the discretion of the head of the department reduce this requirement.

The practice teaching schedule is arranged in periods of nine weeks' duration, thus permitting students to gain experience in three different lines of work if it is so desired. All practice work is in connection with the public school system and ranges from the first grade handwork to the fourth year high school shop courses.

The teaching is largely done under the direct supervision of the special teacher of the subject in which the instruction is given. Before taking charge of any class the student teacher must prepare and submit for criticism a lesson plan indicating the proper order of procedure for each day's work.

In connection with all practice work the student systematically observes the work of experienced teachers. The purpose of this observation is to call attention to the methods and the application of pedagogical principles to the every day school problems. The

work in practice teaching and observation is very closely correlated to the course in the teaching of manual training.

HISTORY OF MANUAL TRAINING

The aim of this course is to follow the growth of the manual training movement. The work is carried on through assigned lessons from various references, through lectures and discussions and written and oral reports on outside readings.

INDUSTRIAL LITERATURE

The material of this course is of three kinds: books, magazines, and association or government reports. Students use several texts for class room study and recitation. Outside work is assigned and the student is required to read, study and take notes on reference material. In this way the material dealing especially with public school handwork, manual training, and industrial education is reviewed. The students discover the various points of view of leaders in this work and become familiar with what is being done by them in various parts of the country. Comparisons are made of various systems of educational endeavor and the students are led to appreciate the value of each.

INDUSTRIAL ECONOMICS

Present day problems of an industrial nature are taken up and discussed in regard to their relations to social conditions. Questions such as the differentiation of labor, trade unions in relation to trade schools, responsibility of the state in regard to factory conditions and schools within the factory are some of the problems.

Texts are used as a guide but considerable supplementary reading from references is necessary. Papers are written by each student during the course. This work does not presuppose any previous study of any of the social sciences, but is concerned entirely with the practical application of principles of economics to the industrial problems of the day. Emphasis is placed upon the study of industrial conditions which are creating the demand for vocational training in the schools.

VOCATIONAL GUIDANCE

This course endeavors to place students in touch with the problems, methods of attack, the literature and history of the various aspects of the vocational guidance movement. Intensified studies are made of the requirements of industry; the possibilities of discovering aptitudes in individuals, and the work being carried on in the more progressive centers, the endeavor constantly being to formulate conclusions that will lend themselves to general application. Lectures, reports, discussions and assigned readings are utilized to this end.

ENGLISH

Presentation of such phases of composition work as will give the student a command, both in speaking and writing, of simple,

correct and clean-cut English, is the aim of this course. The special topics considered vary with the needs of particular classes.

In general these topics may be designated as: grammatical forms; sentence structure; choice of words; social and business correspondence; the preparation and organization of literary material.

The work is closely correlated with that in other departments and is based on long and short themes, talks, discussions, and papers presented by members of the classes.

A special feature of the work in English is the training in oral exposition and description. The tools and materials used, processes employed, and products completed in the construction work furnish many of the topics for these exercises. This work is continued throughout the course for the purpose of developing ease, facility, and accuracy in the students' subsequent use of English as a teacher in the class-room.

MANUAL TRAINING DESIGN

Lectures on the principles of design and their application within the field of manual training cover the general work of the course.

Consideration is given to the constructive requirements of different materials, and the suitability of design to different types of construction is shown.

Through a study of typical pieces of construction peculiarly appropriate to their intended use, students are shown methods of adapting design to construction.

FREEHAND DRAWING

This course is supplemental to all other drawing courses. The elementary exercises are planned to develop ability to see a given object or group as well as to train the hand and arm to execute clean-cut, regular lines. In this preliminary work, rules are given governing the various geometrical shapes in any possible positions. Methods of systematic procedure in laying out and outlining are continually emphasized.

The study of shades and shadows is begun in charcoal and later the pencil is used in line shading. The work in sketching includes drawing with pencil, pen and chalk. Objects and equipment from the various shops are used as studies.

ELEMENTARY MECHANICAL DRAWING

In this course an attempt is made to employ certain of the principles of motion study that have been worked out and found successful in other lines. There are two principle characteristics that may be said to distinguish this course from others previously offered at The Stout Institute.

First, many positions, motions, and methods of procedure in draftsmanship are standardized through a carefully conducted set of experiments. These experiments tend to show that there is a certain position and motion in the manipulation of each tool and a certain order in drawing that is better than any other.

Second, the time required to make a drawing is taken not

alone, as is commonly the case, to check the quickness or speed of the student in his movements but is taken more particularly to check the correctness of his manner of working.

The actual work undertaken consists of drill in correct movements, procedure and operations pertaining to the fundamentals of the subject. The theory of motion study as applied to mechanical drawing is taken up in class talks, together with a brief discussion of such tools, supplies, and equipment as are used in this class.

MACHINE DRAFTING

The purpose of this course is to teach the reading and making of working drawings of machines. The first experience is gained in the making of free-hand sketches of selected castings and simple machine parts, fully dimensioned. These sketches are made in orthographic projection, in perspective, and isometric. Special thought is placed on the selection of the proper views, the location of views, and the use of conventions. Working drawings are then made from the checked sketches, stress being placed on the proper methods of drawing, using of instruments, time element, and the professional aspects.

Simple two-viewed drawings are taken up first, bringing in the use of simple sections, thread conventions, conventional symbols, and proper dimensioning. Three-viewed drawings of more complicated machine parts come next, sketches being made first. From time to time students make working drawings from sketches made by other members of the class.

Detailing and assembling of machines is taken up after the student gains ability to make simple working drawings. Students are sent to the shops to make sketches of selected machines. The working details and assembly drawings are then made in the drafting room. .The drawing of gearing, cams, crank motions, and special shop problems is taken up during the latter part of the course. Tracings of many of the problems are also made and blueprinted.

The professional side of the course includes the analysis of every plate in steps of logical procedure. Students prepare lesson plans of selected problems and make class demonstrations. Lectures are given from time to time on allied subjects, and include information on the equipment of drafting departments, materials and supplies, the organization of courses in drawing, class management, text books and literature of drafting, the relation of drafting to industry, and the vocational aspects in drafting.

ARCHITECTURAL DRAFTING

Commencing with very simple architectural details the work develops into a study and sketching of all construction involved in the moderate priced frame house. At all times the aim is to emphasize principles so that the student's originality and creative ability may be developed. Perspective sketches of actual constructions in the carpentry shop are a part of the work.

Problems are given in lettering, molding design, shades and

shadows. Following the elementary work a moderate priced house is planned for a designated lot. All necessary drawings and details are executed and traced. Specifications are drawn up for the problem and the price is estimated. Interior and exterior design are studied as they become involved.

Modern office practice and methods are used throughout the course and the same are presented so that they may be employed in teaching a grade or a high school class.

GRADE WOODWORK

Elementary woodwork includes such tool processes and construction work as may be given to public school classes in the fifth, sixth and seventh grades. A course of models and exercises suitable for these grades is made. In connection with the working out of these problems the students make a thorough study of methods of teaching, courses of study, and equipments necessary or desirable. Students also begin to solve some of the problems of teaching by preparing and presenting lessons or demonstrating tool processes as they would be given to a public school class.

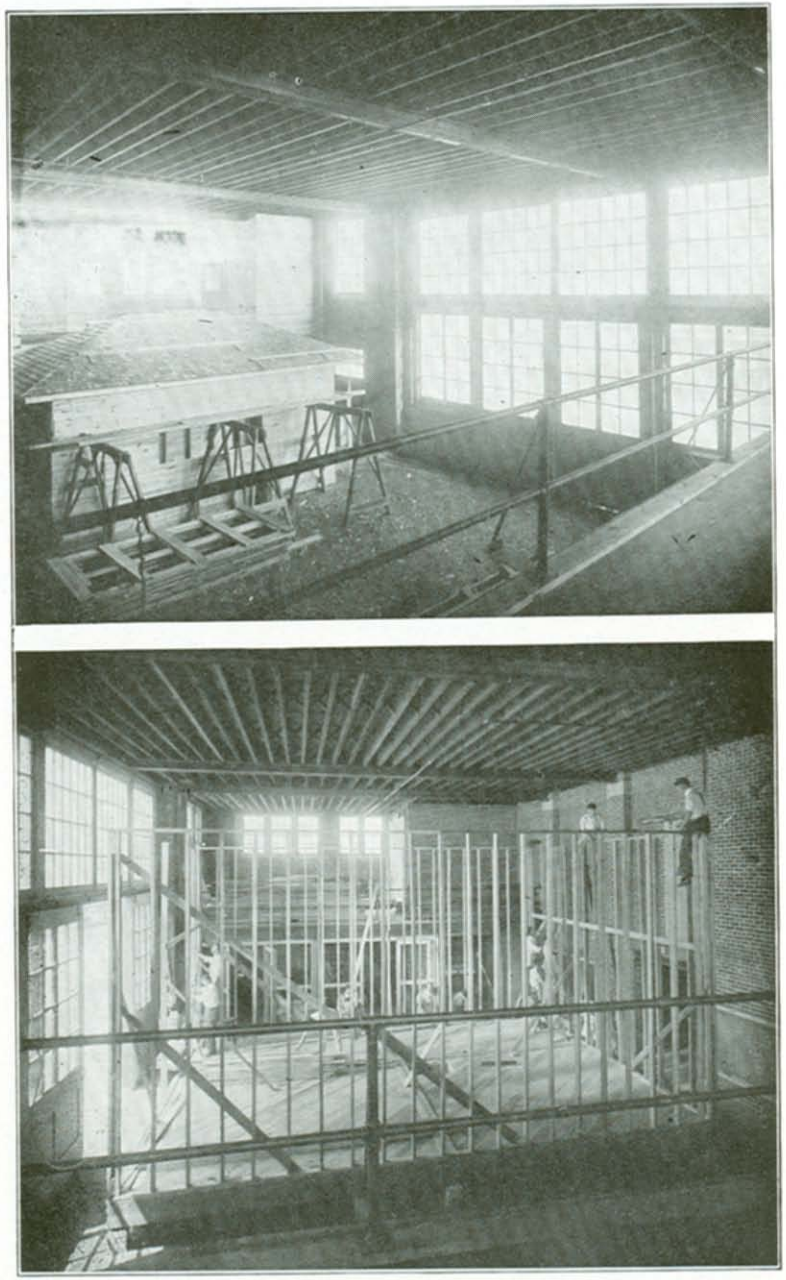
Upper grade woodwork continues the same lines of study and effort as are suggested in the elementary woodwork course. The problems worked out here are such as can be given in the eighth grade or first year high school. The first part of the course consists of making several small models, the designs and dimensions of which are given out by the instructor. During the latter part of the course the students are required to design two or more problems and then to execute these. Basswood, pine, butternut, oak, maple, birch, and gum are some of the woods used. The staining and finishing of these woods occupies a portion of the time.

JOINERY

The course in joinery aims to give the student thorough practice, a good knowledge of the use of the common bench tools and familiarity with the different parts of each tool and its proper care. The different woods and materials which are used in the course are discussed, and demonstrations are given in the making of joints. An attempt is made to present work which will lead up to the trades of carpentry, cabinet making and pattern-making.

PATTERN MAKING

The patternmaking courses take up the technical details of the trade in a simple way. The student makes a number of exercises embracing the fundamentals so that he may be prepared to teach them to high school or continuation school students. The actual work consists of bench and machine woodwork and woodturning. Instruction and demonstrations cover the use of machines, and hand tools, applications of patternmaking principles, methods of construction, methods of turning, and method of finishing the exercises. Advanced or individual problems are assigned as soon as the student develops special ability; and the work is limited only by the amount of time the student has available.



BUILDINGS BEING ERECTED IN CARPENTRY SHOP

CARPENTRY

The aim of this course is primarily to teach the fundamental tool processes of carpentry and the elements of frame building construction. These tool processes are arranged in a graded series of models or exercises, designed so as to afford an opportunity for the development of skill in tool manipulation and familiarity with common materials of carpentry and their uses.

In order that the work may be a direct preparation for building operations the materials are full size, the tools such as are found in a carpenter's kit, and the exercises the same as those encountered in practical work.

Following the mastery of the fundamentals the work of the course consists of the actual construction of a house or cottage, either on a permanent site or in the shop. The carpentry shop is provided with a large opening through which a completed building may be moved. The shop is 36x80 feet with balconies at each end and with outside sliding doors 14 feet square at one side for moving small buildings. When a completed large building is to be carried from the shop a piece of the side wall 20x27 feet is taken out to furnish the opening.

The points of emphasis are: a training in the use and care of carpentry tools; such work as will permit of a sequential order in the different stages; and the acquisition of a body of information related to the work of the carpenter. This includes the listing and grading of lumber, figuring quantities and costs, the selection of proper grades for different purposes, and some of the simple mathematical calculations involved in laying out various members of construction in frame buildings.

MILL WORK

This course is provided for the purpose of instruction in the use, and care of woodworking mill tools and machinery, and especially for methods of precaution against accidents in operating, on account of the speed at which such machinery is required to run. The work in this course is very practical.

The informational side is covered by talks, demonstrations, individual instructions and corrections that have a direct bearing on the work being done; the work that can not be actually experienced for the lack of time is covered in the same way from the informational side, by means of suggestions and illustrations.

CABINET MAKING

The work is divided into two rather distinct parts: First, the problems adaptable to the upper grades or first and second year high school student which require only the regular wood working tools and equipment. This study involves a consideration of the various forms of box construction and the typical joints used in the smaller pieces of furniture. Second, problems that involve the use of power machinery and which aim to give experience that is typical of good commercial practice.

WOOD TURNING

Wood turning is given for teachers of high school classes and covers exercises planned to give a familiarity with both turners' and pattern makers' work. Students are introduced to the use of power machinery and are required to take proper care of lathes and tools. After getting a brief acquaintance with the problems of elementary wood turning, students are given advanced work and master some of the difficulties of more advanced wood turning.

A series of exercise pieces is made in soft wood, bringing in the turning between centers of cylinders and cones, grooves, beads, and reverse curves. This is followed by face plate and chuck work. Hardwood applications of turning exercises include tool handles, mallets, rings, and larger problems. Discussions cover the selection of equipment, planning of courses in wood turning, and methods of teaching the subject.

WOOD FINISHING

The work offered in wood finishing covers in part the making of a series of panels of different widths. The surfaces are planed, scraped, sand-papered, stained, filled, and polished, showing the method and value of different types of finish as pieces of regular sequenced work. In addition to this, students are given practical work in painting, interior finishing, and the finishing of furniture. Lectures are also given covering the following:

Preparation of the wood; planing, scraping, and sanding; stains and staining; production and use of different stains; formulas for making water and spirit stains; fuming; fillers and their composition and use, methods of filling hard and soft woods; open and close grained woods; wax and its character and preparation, different uses; rubbing with sand paper, with pumice stone; polishing, use of curled hair, use of steel wool; selection and care of materials; commercial practice in wood finishing; suggestions for handling wood finishing in school shops.

SAW FILING

This course gives a study of different kinds of work which saws perform in different kinds of wood and the shapes of saws and of their teeth necessary to meet these demands. It gives practice in laying out the proper shapes of saw teeth for their respective lines of work; fitting a saw, or putting it into proper condition and, keeping the teeth properly shaped and spaced in successive fitting.

FORGING

Before any practical work is attempted the student masters certain preliminary matters such as building and care of fire, position at anvil and forge, proper handling of tools, care of equipment and room.

In all the problems from the most elementary ones through tool and art smithing, there is a definite relation existing between each. Each one depends upon the one before for certain information,

and at the same time offers certain new information to the student. The acquiring of skill in the manipulation of iron and steel and the handling of tools is necessary but the ability to teach others the same things is equally as important to the manual training teacher. Time is given to the development of methods of teaching forging, planning of courses, the relationship of problems in regard to tool processes and applications. From time to time students give sample demonstrations of problems and give reports upon the text used, upon reference readings, and upon current topics of interest to the metal worker. Study is also made of the selection, care and maintenance of equipment. Note books are kept in connection with the work and cover the complete course. Each problem is taken up under the following heads: (1) Sketch or complete drawing, (2) Amount and kind of material, (3) Tool processes, (4) Steps in construction, (5) Remarks.

FOUNDRY PRACTICE

The aim of this course is to train the student so that he will be able to handle the foundry work that is ordinarily given in a high school. The making of typical molds is taught, and because of its importance, cupola practice is given a large amount of time. Molds are poured in plaster, lead, aluminum, brass, and iron. Core making and dry sand molds open up the field and show the possibilities of this work. A large assortment of patterns is available for use so that at no time need the work become monotonous.

The castings made are generally of practical use. Castings of the exercises for use in the machine shop are made in large numbers, and for parts of machines and repairs. While molds of things of no practical value are often made, these molds are seldom poured.

The theoretical work is covered by short talks at the start of each period, the subjects following as closely as possible the work being done. These talks are followed by the directions for the work for the day.

MACHINE SHOP PRACTICE

The beginning of the course is so arranged that each man will progress from one machine to another and will have done enough work on each to have an acquaintance with the scope and the typical processes of each.

The exercises for the elementary work are selected to embody the fundamental principles incident to the machines. For the advanced work the exercises made are selected with the idea of being typical of certain processes; fortunately a large number of these are also of practical value. Small tools, as milling cutters, reamers, taps, gauges, forming tools, jigs, and templates are made. Also parts of steam engines, motors, and the machinery of the shop are made. In some cases the original exercises are designed and the tools necessary for the construction of the exercise by a class are designed and built.

Text books are studied and at the time of the demonstration this information is reviewed and carefully explained. Reports are asked for from the members of the class upon subjects assigned. A large amount of time is spent in the study of the organization of material for teaching and the reasons for teaching certain things in a particular way. Lectures are given on the shop subjects, the idea being to make them typical of the talks that should be given to a high school class at the beginning of work periods.

CEMENT WORK

Aims of the course are to teach the fundamental principles involved in concrete construction, to make a set of projects involving the knowledge of a variety of ways of making and finishing concrete, to develop skill and accuracy in the handling of materials, to teach the use and proper care of the necessary tools about the work, and to show the methods of presenting the subject matter to others. The course is especially adapted for work in agricultural schools.

Lectures and special studies for teachers of cement work cover the following:—importance of cement work, adaptation to school work, history and comparisons of different cements, various aggregates of which cement is composed, proportions, methods of measuring, and methods of mixing various proportions, tools and apparatus necessary for practical work, and care of the same.

BRICKLAYING

Elementary bricklaying is designed to cover problems of actual construction suitable for manual training or vocational schools. Students capable of doing the advanced work are given more difficult details of construction and work upon larger problems. After the necessary details are made with proper standards of execution, original designs may be built by students who are capable.

Students taking elementary work are given instruction in the mixing and spreading of mortar and the proper method of laying brick. Beginning with four inch walls laid in running bond, students are given practice in the laying of plain walls and corners of varying sizes. Such bonds as the running bond, American bond, Flemish bond, English bond, and the Dutch bond are worked out. Hollow walls, shafts and flues are also built by students taking the elementary work. Students taking the advanced work are given an opportunity of working on such problems as brick steps, chimneys and piers having crown tops, arches of various kinds, cornices, pilasters and decorative problems. Students able to handle such a problem as the building of a fire place are given an opportunity to do this work also.

Suggestions are given during the course regarding the handling of bricklaying in schools, the place for shop talks, applied mathematics and design. References are read and reports required on the same. From time to time discussions of practical problems are taken up.

PLUMBING

Teachers of manual training are given an acquaintance with some of the plumbers' problems in order that a better idea may be had of general industrial conditions and better provision made to meet these conditions in manual training courses. The work is largely practical shop work with sufficient time given to the theoretical side to make the reason for each step perfectly clear. The school is well equipped for practical instruction in plumbing, the shop being thirty-two by eighty feet in size and having a twenty foot ceiling. A skeleton house contains two stories and basement for the practice of installing typical fixtures under pressure.

The school is making the iron pipe work of particular importance and the elementary work will lead to fixture work with all iron pipe connections and under conditions similar to their installation in the average building. Lead work, and the wiping of a typical joint enables the student to continue this line of work by himself.

Soil pipe work which makes up the drainage and ventilation part of a plumbing installation involves the use of the gasoline furnace, the construction and operation of which is taken up in detail. Problems cover the making of vertical and horizontal joints, the running of lines of soil pipe, applying the tests, and finally connecting with waste lines from fixtures. The soldering copper is explained and the reason for care as to heats and tinning made clear. Exercises in making sheet lead seams, the cup, overcast and invisible joints lead to the required proficiency in handling this line of work. Fixtures are set up and installed complete, with waste, vent, supply, and circulation pipes.

PRINTING

The work of this course consists of study, observation, and practice in the various processes in the print shop with a view of forming the proper habits of work and securing an appreciation of standards of printed product. The work at the case includes the use of composing stick, composing rule, method of handling and setting type in the stick, emptying stick on the galley, taking proofs, and correcting the type matter. After the corrections are made, the composition is locked in a chase, and the form put on one of the presses and stock fed through the machine. The binding processes include folding, gathering, stapling, gluing, pasting, tableting, punching, and perforating as are required by the particular jobs.

The weekly paper, Stoutonia, published by the students, is printed by the classes in printing. The mechanical work is divided among student foremen who are responsible for the various parts of the work.

The professional part of the course includes a study of equipment and supplies for various school needs, and the kinds of courses which may be offered in different curricula. The correlation between printing and other academic subjects of public school work is illustrated during the progress of the courses. Study is made of the

available literature on printing in the form of texts, references and magazines. The methods of teaching printing in so far as they are unique or peculiar to the subject are brought to the attention of the classes.

PRIMARY HANDWORK

Through the work of this course manual training students are enabled to see where and how a foundation in constructive handwork may be made. Students are prepared to teach or supervise this work in such a way that they in turn can give in the first four grades a kind of work which actually prepares the children for the more formidable manual training in the grammar grades. Many suggestions are given as to methods of teaching children, how best to interest them and get in touch with child nature. The problems of the supervisor, courses in the various subjects, suitable equipment, sources of supplies, are all considered, so that the student is caused to think of the business side of the work as well as the professional side.

UPHOLSTERING

A coure in upholstering is offered to meet the demands of students who wish to know how to handle such problems of upholstering as they will meet in their classes and also that they may know the larger problem of upholstering as it is handled in commercial practice. Practical experience is given along with instruction on the laying out of the work, the selection of material, and the handling of such work in furniture construction classes.

The course begins with the simple upholstering of such common problems as are ordinarily met with in Manual Training classes where no springs are used. Small frames are made and upholstered by the student. They involve the common methods and practice of upholstering:—tacking on webbed straps or spring supports, setting springs, tying springs, covering springs, filling with hair or moss or other fillers, cutting final covering and tacking or nailing in place, putting on gimp and binding. This work is followed by the making of a cushion for a morris chair involving the cutting to pattern, sewing and binding, or filling or stuffing and buttoning.

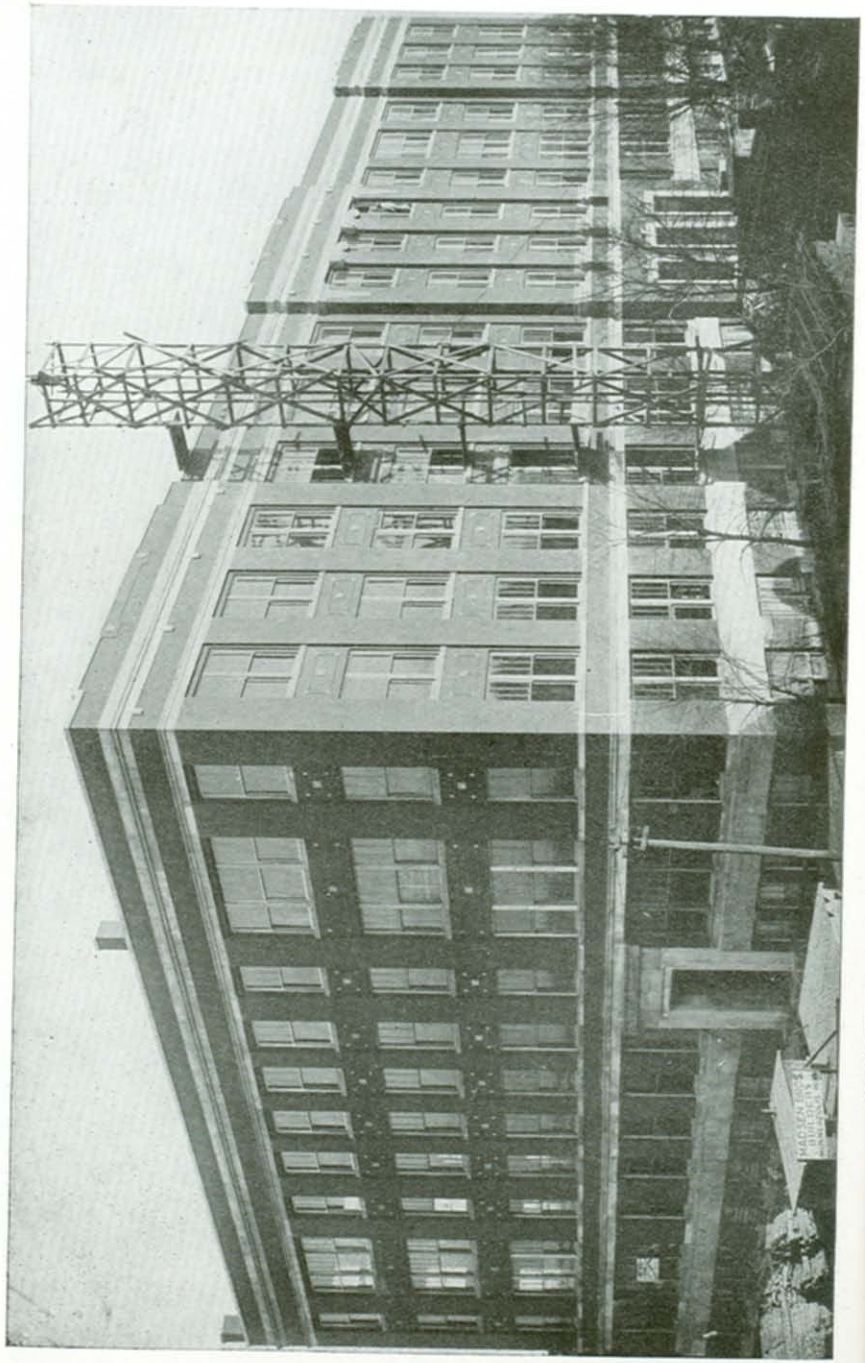
Lectures and demonstrations are given from time to time on the selection of materials, tools, and equipment, and on the manufacture and designing of coverings such as tapestries, plushes, velvets, velours, prints, leather, and special coverings. Talks are also given on the various materials used for filling and stuffing, such as hair and moss, and on the selection and handling of thread and cord used for sewing, lacing, and tying.

PHYSICAL TRAINING

Regular work in the gymnasium and natatorium is offered throughout the manual training course. Four periods each week are given to exercises, games, swimming, and normal gymnastics. The athletic association is given charge of athletic activities, and manages basketball, baseball, and football teams.

BERTHA TAINTER HALL DORMITORY
AND STUDENT DINING HALL

BERTHA TAINTER HALL ANNEX ON SAME GROUNDS WITH
BERTHA TAINTER HALL



HOUSEHOLD ARTS BUILDING WITH LIBRARY AND AUDITORIUM

HOUSEHOLD ARTS COURSES

ORGANIZATION OF HOME ECONOMICS

This course is intended for teachers and prospective teachers of Home Economics who have considerable knowledge of subject matter but who desire suggestions for adapting and organizing this material for public school classes. The planning of the course of study, the planning of equipment, and the discussion of methods peculiar to this line of work are the groups into which the course naturally subdivides. Much consideration is given to the planning of courses of study, taking up first the aims to be considered, then factors involved are discussed for a variety of conditions—rural schools, county normal, continuation, settlement, Y. W. C. A. classes, as well as trades, high school classes and public schools.

The equipment of the Home Economics department is carefully considered with reference to location, furnishing, dimensions, arrangements and plans of rooms; the selection and cost of furnishings, such as tables, chairs, stoves, storage rooms, utensils, tools, etc.; and where equipment may be obtained. A feature is made of economy in purchasing and of adaptation and resourcefulness in selection and use. The cost of supplies as modified by methods of purchase, class management, and commercial devices; the per capita cost per lesson; the cost of breakage and repairs is discussed. The methods of teaching are studied with reference to the preparation for the lesson, preparation of materials and equipment, presentation of lessons, class and laboratory management. The special teacher is considered from the point of view of her training, personality, relations with other teachers and with other people in the community, attitude toward principals and superintendent, her supervision and conduct of teachers' classes.

FOOD STUDY

This subject comprises a complete and systematic study of foods. It deals with these foods as to their source, general methods of production, market forms, and costs, and with chemical composition as related to fuel value, digestibility, principles of cookery, methods of preparation and combination with other foods for general and special uses. Foods are thus studied as to their individual characteristics and also in relation to other foods in the diet. It is the purpose of the work to give the student such information regarding foods as will form a basis for intelligent selection, preparation and combinations both in succeeding school work and also in practical home life.

While on a whole, the subject of cookery applies the theory set forth in Food Study, still in this latter course, as each food is under consideration, it is studied directly in the class room, many illustrations being provided such as foods themselves, demonstration exhibits and charts. Class experiments upon foods are performed and several visits are made to local markets, mills, etc. The

course includes a brief review of the physiology of digestion. Then a complete classification is made of food materials, based on sources and functions. Following this is a systematic and detailed study of the various foods.

Much work is done in this course from a professional standpoint. Not only are facts taught and observations made but a careful consideration is made of the place this subject should take in public school work, how it can be correlated with other subjects, and what the essentials are in case of necessary omission. Sources of information and of illustrative material are discussed.

PHYSIOLOGY AND HYGIENE

This course is planned for the purpose of teaching (a) the structure and function of the body, organs, and tissues, (b) personal hygiene and individual health, (c) public hygiene and general health, (d) physiology and hygiene in relation to the school child. A text book is used, supplemented by reference work.

The subject of sex physiology and hygiene is given in a series of lectures by the instructor. Organization and presentation of subject matter and vital present-day school problems of hygiene are discussed.

DIETETICS

The purpose of this course is to present the fundamental principles of human nutrition and their application to the feeding of individuals, families and larger groups under varying physiological, economic, and social conditions. The course aims to relate and apply the principles given in the study of foods and their preparation, in physiology and in chemistry of nutrition. It includes recitation and laboratory work and is designed to be used as a basis for practical work in dietetics as well as for organizing and teaching the subject in high school.

Sherman's "Chemistry of Food and Nutrition" is used as a text for much of this work, but it is supplemented by reference reading. In the laboratory work, a study is made of the fuel value of foods. The importance of infant feeding and the principles underlying it are fully discussed. Different methods for the modification of milk are taught and practice in preparation is given. Many problems of particular interest to teachers of Home Economics are taken up in the class work. Aong these are the place of dietetics in the school course, the selection of subject matter according to time and the needs of the pupils, the adaptation of material and presentation to high school pupils, books and pamphlets suitable for reference, and the applications of dietetics to cookery, and their correlation.

Prerequisites for this course are courses in general and food chemistry, and physiology.

ELEMENTARY COOKERY I

This first course in cookery is based upon a study of food principles. The composition and nutritive value of food materials and

the processes of cookery best adapted to each class of foods are discussed and each principle is illustrated by the preparation of simple dishes and combinations of foods. The practical work is designed to acquaint the student with all the fundamental processes of cookery and the most attractive way of serving. It is planned to secure a thorough understanding of the theory and method involved in the cookery of the more essential foods rather than to cover the whole field of cookery.

Sufficient repetition of processes is given to secure a fair degree of skill in manipulation of materials and utensils. Attention is given to the systematic organization of the school kitchen and its management under varying conditions. Considerable stress is laid upon the professional side of the work and many problems that present themselves in class work are discussed. The cost of food is studied in relation to the income of the home and of the school, and the cost of lessons worked out to serve as a basis for comparison.

ELEMENTARY COOKERY II

The second course in Elementary Cookery, a continuation of course I, provides instruction and practice of an advanced character and a wider application of the principles studied in the first course. It includes a further study of manipulation and cookery of carbohydrates, protein foods and fats, particularly in combination. Among the subjects emphasized are: the choice and arrangement of appropriate garnishes, correct methods of service, comparison of recipes, substitution and variations; economical use of leftovers; adaptation of lessons to public school work, planning of simple and inexpensive meals to meet the requirements of a standard dietary, and preparation and serving of a number of these meals.

Throughout the course lectures are given and discussions held when occasion demands. Considerable reference work is deemed advisable as it is one of the aims of the course to bring the students in contact with the newest and best books pertaining to this line of work. Class discussions are held on sequences of lessons and planning courses of study for public school classes.

ADVANCED COOKERY I

The work is arranged in two sequences. The first consists of the preservation of fruits and vegetables and has as its aim the production of large quantities for the school dormitory, as well as the acquisition of knowledge of and skill in the processes and theory involved in canning, jelly making, etc. The second division is on the planning, preparation and serving of meals and to it is given the most time and the chief emphasis. Short series of lessons on foods suitable for breakfasts, luncheons, suppers, dinners, are followed by the planning and serving of a meal by a group of two, three or four students. Throughout this sequence, lessons are given to review the fundamental theory and processes of manipulation by a unique plan of class work. Students are required to be prepared

to demonstrate any part or all of the processes involved in the problems of the day and to give directions and explanations for the same; in other words, to take charge of the class for such part of the lesson as the instructor may desire. The purpose of this plan is to enable students to acquire ease and self-confidence in presenting subject matter, and in demonstrating for class or club work. Other aims of this sequence on meals are to give students added skill and rapidity in manipulation; to teach simplicity, appropriateness and good taste in service as well as the conventional methods; to emphasize the meal as the unit of cookery and to afford practical application of dietetic principles.

The principles underlying the processes carried on in the laboratory work are emphasized as each new problem is taken up. The basic principles of chemistry and microbiology upon which the preservation of food depends are discussed and reviewed as an introduction to the practical work of food preservation. Special stress is given to the methods of serving meals in public school classes. The economic and dietetic basis of the meal is discussed and suggetions made as to methods of regulating cost and caloric value under varying conditions. The students plan groups of lessons suitable for use in public school classes, discussing aims, methods and modifications of courses.

ADVANCED COOKERY II

This course is a continuation of Advanced Cookery I, the purpose of the course being to give students a knowledge of some of the more elaborate processes in cookery, and of the more expensive and unusual food materials and dishes. More attention is given to the formal meal and to formal service than in other courses in food preparation. It is intended especially to meet the needs of teachers of fancy cookery in women's clubs, or housekeepers' classes where the chief emphasis may be the new, novel, and interesting dish.

The formal luncheon and dinner are studied as to menu and service and two or more formal dinners are served by the class. A brief series of lessons is devoted to therapeutic cookery and dishes are prepared for different diseases of nutrition, and dainty and attractive service is fully considered.

In connection with this work in fancy cookery, discussions are held as to its place in class work, and the dangers of over-estimating this line of work.

HOUSEHOLD MANAGEMENT

This course is designed to acquaint the student with a scientific and working knowledge of the problems involved in the administration of household affairs. The business management of the home is first presented. This comprises lectures, class discussions on the family budget and the correct division of the income. Household sanitation is studied in its relation to location, site, drainage, water supply and the mechanical appliances of the home including those connected with plumbing, heating, lighting, and ventilation.

The house plan, the structural features, and the finishing and furnishing of the house are taken up as to their effect upon efficient household management.

To supplement this theoretical work students are expected to spend two or more weeks in the house used for practical work by the Household Management classes. There an opportunity is afforded to study the family budget, to keep household accounts and to pay bills as well as to organize, plan, and really perform the various duties of the house. Attention is paid to the wise choice of mechanical and labor saving devices and of cleaning agents and to their effect as shown by results.

INSTITUTIONAL MANAGEMENT

The purpose of the course is to acquaint women interested in the housekeeping activities of public institutions, dormitories, lunch rooms and hospitals, with the fundamental principles and correct practices involved in the management of such institutions, so as to obtain the best results, within the sphere of the organization, for the groups of individuals concerned.

The practical side of the course includes the purchasing and examining of food stuffs; testing different brands of foods; planning weekly menus for school lunch rooms, hospitals and dormitories; visits to local institutions; examination of different types of furnishings and equipment.

Discussions are held on the different phases of the work, the qualifications and duties of stewards, superintendents, housekeepers, directors of halls, matrons, and laundry managers; the general organization of the work including service problems, records, accounts, inventories, regulating of expenditures; planning and general care of buildings and rooms for specific purposes, study of dietaries; marketing; laundering; waste and refuse.

HOME NURSING

The course in home nursing aims to give a practical knowledge for the general care of cases of illness in the home which do not demand professional nursing skill, and of accidents and emergencies which may occur in the home, school room, or elsewhere. Theory is supplemented by practical work wherever possible. Work is given in the choosing of a series of lessons suitable for various classes of pupils such as public school classes and continuation school classes. A text book is used, supplemented by reference work.

The course includes the choosing, the furnishing, and the arrangement of the sick room with its daily care after the recovery of the patient; the daily care of the patient, observation of symptoms, temperature, respiration and pulse, treatments for common ailments, treatments in emergencies, and the care and bathing of infants and small children. Practical demonstrations are given in the arrangement of the sick room, making a closed bed with the patient in it, moving of patient, laying of trays; sterilization of

bandages and garments; application of dressings and bandages, and in fitting out medicine chests for home and for school use.

MODEL AND PLAIN SEWING I

The fundamental processes of elementary sewing are given, together with some elementary knowledge of the scope and content of subject matter in textiles and clothing. Emphasis is placed upon good technique, high standards of workmanship and logical presentation of theory. The technical work begins with the simple stitches, various types of seams, hems, and the application of facings and bands. Typical application is made of each process, on a model which is intended to serve as illustrative material in teaching. The principles of the waist draft are studied, and a pattern is drafted for the corset cover. The different methods for finishing the tops of corset covers are worked out on the models and their relative merits discussed. The corset cover is then made, after each process required in its construction has been applied to a model. The subject matter, as in other domestic art courses, may be considered in the following aspects: design, construction, hygiene and economics of textile purchase, with particular emphasis given here to selection of material and trimmings, comparison of home and shop made garments as to durability, workmanship, design, cost and ethics.

MODEL AND PLAIN SEWING II

This course is a continuation of Model and Plain Sewing I, which must be taken as a prerequisite. The main purpose here is to give further practice in the construction of simple undergarments, an understanding of the principles of drafting, further practice in accurate and skillful hand sewing, although the emphasis is placed upon the use of the sewing machine, and its care.

The problems, drawers, night gown and underskirt, involve the further application of the processes of construction begun in Sewing I, as well as new problems in the taking of measurements, drafting of patterns, and use of commercial patterns. A study of the relative merits of the various systems, cutting, fitting and general construction required by these garments, is made. A series of lessons is given on the care and repair of clothing, including practical applications of the different methods of darning and patching.

In this course as well as in Course I, emphasis is placed on the professional phases of the work, planning, adapting, and modifying the class work for public school classes.

DRESSMAKING I

The problems of the course, a tailored skirt of wash material, and a dress of wool, are presented with such subject matter as is necessary for a broad and intelligent view of dressmaking and its place in the field of textiles and clothing. Each problem is studied from the following phases: a, Art, the study of the principles of costume design, color, line, proportion emphasizing originality, personality, suitability and simplicity in costume; b, Economics, the selection

of materials and comparison of home and shop-made garments as to cost, durability and suitability; proportion of income to be used for clothing and clothing budgets; c, Hygiene, choice of materials as to season, cleansing properties, lines and general construction of garment; d, construction, drafting, use of commercial patterns, technical details of construction as are needed for making of varied kinds of dresses and materials. Models of plackets and various finishes are made for use as illustrative material; e, Pedagogy, professional aspects of the work, modification for public school courses, presentation to high school classes.

DRESSMAKING II

This course is a continuation of Dressmaking I and must be preceded by it. There are three problems included, as the student is capable of working more efficiently and more rapidly after the experience and instruction acquired in the first course. The problems are: a tailored shirt waist of wash material, a silk dress, and a lingerie commencement dress. The phases of the work studied in class presentation and discussion follow the line of those in the previous work.

Note: A student will do well to plan her year's wardrobe with reference to the addition of the above costumes. The approximate cost of materials for the year is $30.00.

TRADE DRESSMAKING

The aim of the course is to prepare teachers for trade dressmaking classes and to afford students an opportunity to acquire skill in the designing, planning, cutting, fitting and finishing of garments. Each student drafts, cuts, bastes, fits, makes alterations, and finishes waist linings, shirtwaists, sleeves, and skirt models. Members of the class fit each other in working out the foregoing exercises. Trade work includes making of tailored skirts and waists, suits, woolen, veiled and lingerie waists and gowns, and any other suitable problems that may be brought to the school.

Lectures and class discussions accompany the practical work throughout the year. Some of the problems taken up are as follows: Advantages and disadvantages of drafted and commercial patterns; drafting in elementary and secondary schools; study of trade schools, their purposes, courses of study, results; planning courses of study for trade school classes, for example, shirtwaist class, or plain sewing class. Dressmaking I is a prerequisite for this course.

TEXTILES

The primary aim of the course is to give to seniors in the department such an insight into the subject as will enable them to select intelligently textile materials for household and personal uses. The secondary aims are the development of a social spirit with relation to the worker in shops and factories, the adaptation of the textile work to school classes, and to give a knowledge of suitable illustrative materials. Some work in organic chemistry is a prerequisite, or must be taken as a parallel course.

A short study is made of the early history of the textile arts and of the causes which led to the present conditions in the textile industry. Then follows an intensive study of the fabrics made from the four principal fabrics of commerce, with emphasis on those points which affect wearing qualities, prices and uses. The knowledge of the tests which determine the presence or absence of desirable qualities of fabrics is the aim of the experiments. Emphasis is placed on the development of the consumer's judgment through the senses of touch and sight; by comparisons; by the use of the microscope, and by physical and chemical tests.

ART NEEDLEWORK

The aims of the course in art needlework are:—To develop good judgment and high standards in work; to give essentials of good design as applied to art needlework; to apply this knowledge to useful articles—either house furnishing or clothing; to adapt this work to the needs of classes in public schools. Students are required to make their own designs, and then carry them out in short problems.

The work includes crocheting, knitting, ornamental darning, applique, cross stitch, hem stitching, Swedish weaving, scallops, initials, French embroidery, eyelets, Roman cut work, punch work, and net darning.

In each type of work suitable materials are discussed and instructions given upon designs, good color combinations, different methods of transferring designs, and the proper finishing of the article.

MILLINERY

Designing, making, trimming, and decorating of fall and spring hats with a view of developing originality, invention, and skill are the main purposes of this course. Stress is placed upon the artistic side of the work by study of the harmony of color and line. The practical side is also taught by emphasizing economy in the utilization of old material by renovating and tinting. Distinction and individuality in the product are secured by the making of flowers, ornaments, and other trimmings.

The practical work includes: The making of bandeaux, cabachons, sticks, and buckles; the designing of the shapes of the hat; handling wire; cutting, fitting, fastening, altering; and covering of wire and buckram frames. Millinery stitches, plaitings, folds, bows, and rosettes are taught.

DRAWING AND DESIGN

The aims of this course are to give the student an understanding of the underlying principles of good design and of color harmony, and an ability to appreciate both. The work is planned to meet the needs of present day industrial work, and especially emphasizes problems in relation to domestic art such as: adaptation of form to fill various spaces, changing proportions, adaptation of pattern to materials. Special attention is given to the relation between good design and color values in house furnishings, art needlework, millinery and costume design.

MECHANICAL DRAWING

A course of lectures and the making of drawings are included as a part of the regular work in preparation for teaching home economics in public schools. A series of exercises is given to develop suitable technique and familiarity with drafting conventions, and these are followed by the making of working drawings of pieces of school equipment and layouts of school rooms. The course ends with the making of plans and elevations of small cottages and a study of building details and conveniences.

INTERIOR DECORATING AND FURNISHING

The course is taken up under two heads: first, the principles underlying good proportion and color harmony; second, the application of these principles to house planning and furnishing. The course is designed to enable the student to plan an attractive, comfortable house that may be built at a moderate cost; to apply artistic and economic principles in determining appropriate and artistic furnishings and decoration and to select from the house furnishings now on the market, such as wall papers, rugs, furniture, etc., the most artistic and the best for the money expended.

The professional side of the work is considered throughout the course with the idea that the student may teach the subject in high school.

GENERAL CHEMISTRY

In this course it is proposed to teach the chemical viewpoint of matter, to give definite meaning to necessary technical terms, to teach accuracy and the methods of science. Wherever possible the science is connected with the practice of the household, chemical knowledge is applied to the household arts, and reasons for household processes are supplied. Principles are taught by laboratory experiment supplemented by recitation.

A high school chemistry course is found to be a considerable aid to students taking the course. Students who have had no high school chemistry are sectioned separately so that they may be given more drill and closer supervision in the laboratory.

FOOD CHEMISTRY

The purpose of this course is to study the structure of foods so that a more definite idea may be obtained of how they minister to the needs of the body. Important changes which take place in the preparation and preservation of foods are given attention. Foods are chiefly products of the growth of plants and animals and are made up of rather complex compounds, therefore simpler substances, not foods primarily, form an introduction to the more complex products. Thus, such substances as petroleum products, alcohols, dis-

infectants, flavoring extracts, are introduced. The time is divided between recitation and laboratory experiments. Emphasis is given to the present movement to secure purer foods, and laboratory tests are included to detect adulterations.

General Chemistry and Elementary Cookery I are prerequisites.

CHEMISTRY OF NUTRITION

The aim is to study the agencies and processes through which the foodstuffs become available for the uses of the body, to follow their functions in the tissues and their fate in metabolism. It is to explain how ingested food is turned into heat, energy, and tissue. The course involves laboratory work and recitations, the laboratory experiments being supplemented and made clearer by class discussion, text book work and library reading. A study is made of the most important constituents of the cell, the digestive secretions, conditions under which they act, and their effect upon foodstuffs. Certain tissues, as the muscle tissue, are studied as to their constitution and changes due to their activity. The course is foundational for dietetics. Prerequisites are physiology, general chemistry and food chemistry.

MICROBIOLOGY

The subject matter of this course is especially selected to suit the needs of the modern work in domestic science. The influence of such micro-organisms as bacteria, yeasts and molds upon the home and certain industries associated with the home, is shown to have a close connection with the better understanding of cookery, household management, home nursing and similar problems. Special attention is paid to such subjects as food preservation, fermentation industries, the dairying processes, investigation of local milk and water supplies, immunity, transmission of disease, sanitation and sex hygiene. A knowledge of general and food chemistry is necessary to obtain the best results from the work.

Each student becomes familiar with methods for sterilization and disinfection, learns the use of the microscope, prepares all culture media necessary for the growth and study of bacteria, grows and studies important types of each organism, understands conditions controlling their reproduction, and mounts specimens of each type to serve as illustrative material in her future teaching. Individual problems are performed and discussed in connection with the investigation of local aid conditions and food supplies. The reason for the crusade against insanitary habits is likewise demonstrated by special work assigned to each student. Every member of the class has an opportunity to recognize the most common pathogenic bacteria and to learn methods for their identification.

HOME AND SOCIAL ECONOMICS COURSES

Three distinct courses are offered in Home and Social Economics, each requiring five class periods per week for a full semester. Two of these courses are required for students of the Home-Makers'

School and one of the three is offered as an elective for students in the training school for teachers of Domestic Science and of the Domestic Arts.

The above courses have been developed with the idea that woman sustains ethical, social and industrial relations with the other members of the family and with the members of society. These relations exist because the home and society exist as distinct organisms with definite functions, and because woman is necessarily a part of each of these organisms. These relations entail responsibilities. That woman should effectively discharge these responsibilities is of great importance to her, to the home, and to society.

Again, as the home of today is an institution open to all influences of community life, the relation of these influences to home life is vital and the home should participate in forwarding all movements for social advance and social welfare.

CHILD WELFARE AND TRAINING

1. Heredity:—
   - Effect on the germ plasm of social diseases, of alcohol, of industrial poisons; transmissible diseases.
   - Inheritance of acquired characteristics.
   - Effect of mental disease of parents.
   - Problem of education with reference to social diseases.
2. Environment of the child:—
   - Contrast of environment of the urban and rural child.
   - Effect of environment on the physical and moral development of the child.
   - Duty of the home with reference to the child's community environment.
   - Duty of society with reference to the child's environment.
3. Education for parenthood:—
   - The need of better parenthood.
   - Factors desirable for a more efficient parenthood.
   - Problems which present themselves.
   - Suggested plans and methods for the preparation of youth for efficient parenthood.
4. Mental development and training of the child after birth:—
   a. Consciousness: Meaning of, origin and importance of the facts or elements of consciousness.
      - Consciousness of the newly born babe.
      - Dawning consciousness.

   b. The child as a reacting organism:—
      - Nature of first impressions.
      - Need for reaction to impressions.

   c. Necessity for self-activity:—
      - The motor mindedness of the child.
      - Child's lack of inhibitions.
      - Effect of motor restraint on the mind.

   d. Instincts and native reactions:—

Transitoriness of instincts.
Need for their development at the right time.
Tracing of instincts through early to later acts.
Special study of the instincts of fear, play, imitation, emulation, construction.

e. Adaptive activities:—
Helplessness of the infant.
The underlying instincts as first steps in adaptive activities.

f. Wasteful practices:—
Overstimulation.
Teasing.
Bad postures.
Too early co-ordination of the smaller muscles.
Neglect of physical comfort.

5. Moral development and training of the child:—
a. The adult's and child's interpretation of right and wrong.
b. Influence of the child's instincts and impulses upon his acts.
c. The force of example, of concrete experiences, of direct ethical instruction.
d. Difficulty of moral education:—Difference in individuality of different children; different stages of mental growth; problem of creating both right feeling and correct judgment with reference to the character of an act.
e. Psychological factors in moral education:
The Feelings:—
The function of the emotions as springs to conduct.
The deepening and strengthening of the emotions.
The training for conscious control of the emotions.
Resources of the home and school in the awakening of the higher feelings.
The Imagination:—
The child's world; his imaginary playmates; children's "lies."
Lines of growth of the child's imagination.
Methods of educating the imaginative faculty.
The Judgment:—
Based upon experience and generalizations from experience.
Lines of growth of the moral judgment.
Methods of educating the moral judgment.
f. Habit formation:—
Classification of habits as good and bad.
Habit due to plasticity of organic tissue.
James's maxims in habit formation.
The maxims applied to the training of the child in the

habits of obedience.
g. Will training:—
The analysis of an act of the will.
The types of will.
"Effort of the will as an effort of attention."
Forces that influence the growth of the will—habits and motives.
h. The problem of punishment in habit formation:—
The ends or purposes of punishment; psychology of punishment; natural punishment versus an arbitrary choice of punishment; principles for guidance in the infliction of punishment.
i. Influence of habit upon character.

DOMESTIC SOCIOLOGY

1. Evolution of the House and Home:—
a. Origin and development of human habitations.
b. Increasing number of functions and concepts which developed the meaning of the term "home."
c. The influence of natural environment upon the location, size, material and structure of the dwelling.
d. The influence of social conditions upon the location, size, material and structure of the dwelling.
e. The moral and physical effect of the character of the house and home upon the home's inmates.
2. Evolution of the family unit and of marriage:—
a. Origin and evolution of human family life.
b. Structure of the family: varied historical forms and types.
c. Historical development of the family in western civilization.
The patriarchal family.
The Christian and semi-patriarchal family.
The modern democratic form of the family.
d. The rise of marriage symbols.
e. The rise of ecclesiastical marriage, of civil marriage.
3. Present problems and tendencies of the family:—
a. The problem of heredity or of Eugenics.
Problems related to the study of heredity; for ex., racial poisons, transmissible diseases.
The ethics of inheritance.
The aims and methods of Eugenists.
Practical eugenics and eugenic legislation.
b. The relation of the family to the birthrate and to the population; i. e. heredity as a factor in social progress.
c. The problem of sex instruction:—
Progress of the movement in sex instruction.
Facts and methods of instruction.
Creation of right feeling and thinking with reference

to facts of sex.

d. The problem of infant mortality:—
The death-rate of infants.
Relation of certain special social conditions to infant mortality; for ex. Unsanitary conditions of home and community, poverty, ignorance of mothers, hereditary tendencies and prenatal conditions. A special study of "Mothers in Industry" with reference to home making; to child care and nurture; to the number of premature births and of still births; to race decadence.

e. The disintegration of the modern family:—
The divorce record in the United States.
Legal grounds for divorce.
Sociological interpretation of our rate of divorce.
Suggested solutions of the divorce problem.

f. The problem of securing efficient service in the home:—
The decreasing number of domestic employees in comparison with the increase of the number of family units.
The poor quality of service.
Reaction upon the welfare of the family group.
A study of the conditions and causes of the inferior quality of domestic service.
A study of suggested solutions of this problem.

4. The new economic function of woman as purchaser for the family group:—
   a. The psychological bases of wants: utility, sense of beauty, conformity to custom, etc.
   b. The sources of income.
   c. The amount of and proportion between minimum, normal, middle class, and large incomes.
   d. The problem of budgeting.
   e. The industrial system from the consumers' standpoint; i. e.: Relation of the consumer as to the quantity, quality of the output of production, to the conditions of work and wage of those engaged in production.
   Special study of sweated industries and the consumer, of seasonal trades and the consumer.
   Legislation vs. voluntary action for improvement of conditions of production.
   f. Problem of buying:—
   The public market vs. the retail shop; credit vs. cash purchasing; telephone ordering; the choice of commodities; the bargain counter and bargain sales; the mail order system.
   g. Principles of spending:—
   Subjective character of principles of expenditure.
   An attempt to formulate some principles of expenditure conforming to facts of household experience and

of daily life.

5. The Ethics of Family Life:—
   a. Monogamy as the highest type of family life.
   b. The old time bonds of the patriarchal family.
   c. Ideal ties of the modern democratic family.
   d. Parental authority—necessity for, limitations of, the ideal basis for parental authority.
   e. Reciprocal duties and relations of members of the family group.
   f. Pathology of the family of today:—
   Social functions in which the family participates.
   Failure of many family units to ably fulfill these social functions.

SOCIAL PROBLEMS IN THEIR RELATION TO HOME AND TO CHILD LIFE

1. Euthenics or the problem of environment:—
   a. The task or aim of Euthenics.
   b. Some evidences of what Euthenics has done.
   c. Unsolved problems of Euthenics.
   d. Upon whom lies the responsibility for the betterment of social conditions.
2. Woman in social service:—
   a. Lines of social service legitimately within the province of motherhood.
   b. The growing opportunity of certain classes of women for social service.
   c.—A study of representative organizations of women: their aims, methods, results of organized work.
   d. The relation of the new leisure of certain classes of women to their new duties and responsibilities.
3. Problem of the city:—
   a. Causes of rapid growth in number and size of cities.
   b. A summary of certain social social and moral conditions of city life; for example, commercialized forms of vice and the social evil, lack of healthful means of recreation.
4. The problem of modern industry in relation to the disintegration of the family:—
   a. Wages below cost of living.
   b. Seasonal unemployment.
   c. Sweated industries in the home.
   d. The unskilled wage earner.
   e. The effect of low wages upon health and standards.
   f. Mother and children supplementing the wage of the father.
   g. Effect on ownership and permanency of home.
   h. Industrial diseases and accidents and loss of or inefficiency of the father.
   i. Ignorance of mothers of home making and of child nur-

ture.

j. Family life in the home.

k. Commercialized food and its relation to health and cost of living.

5. The problem of poverty and pauperism:—
   a. Extent in the United States.
   b. Genesis of the dependent classes.
   c. Concrete causes of poverty: subjective and objective.
   d. Remedies: preventive agencies and charity.
6. The problem of housing reform:—
   a. A housing survey.
   b. The moral value of proper housing.
   c. Different methods of housing reform.
   d. Some effects of housing legislation.
   e. Wherein housing legislation fails.
   f. Inter-relation of home and city planning.
7. Community protection of motherhood:—
   a. The need of such protection:—of deserted mothers, of the pregnant woman, of mothers in industry.
   b. Methods of such protection as followed in England, France, Germany and New Zealand.
8. Community protection of childhood:—
   a. Civic efforts for the reduction of infant mortality: necessity for accurate birth registration; infant mortality surveys; the need of further surveys; efforts to educate the poor and ignorant in large cities to reduce the infant death rate.
   b. The child in industry: conditions of child labor; state laws and necessary legislation.
   c. Defective children:—classes; numbers; methods of protection and of training; necessary reforms; a special study of the "mentally retarded child."
   d. Institutional life:—effect on death rate, on physical development, on mental development; remedies.
   e. The delinquent child:—relative number in different classes of society; conditions of home and community leading to child delinquency; changing methods of civic care and training of delinquent children.
   f. The conservation of the school child:—theories of education as applied to types of children; special methods for conserving health of school child; growing recognition of the needed co-operation of the school and home; points of contact of the school and home.

THE HOMEMAKERS SCHOOL

This school was organized in 1908 as a department of The Institute, for the purpose of affording young women who did not wish to prepare for teaching, an opportunity to prepare themselves to realize the responsibilities and opportunities incident to the making of a home and to perform effectively the duties growing out of such responsibilities and opportunities.

The scope of the work undertaken in this school was decided by a careful study to determine what a woman needed to now and do in the making of a home.

This study disclosed the fact that girls are taught many things in educational institutions that have little value for them in the ordering of their home lives, and that many things are not taught at all that are of the most vital importance to the woman in the home, and in her relations to society, using this word in its large sense.

The work in this school has been developed and organized with the above facts in mind. A special bulletin giving full details concerning the courses in the Homemakers' School, will be sent to any one interested, on application.

HOUSEHOLD MANAGEMENT COTTAGE

FIFTH STREET DORMITORY

ADDED FACILITIES FOR WORK

The new Home Economics building 229 feet by 125 feet, costing a quarter of a million dollars affords adequate accommodation for five hundred students.

The high basement provides locker rooms, a cafeteria and kitchen, a laundry and recitation room, a cold storage room, room for a refrigerating plant, fan rooms and storage rooms.

On the second floor are the administration offices, library, exhibit room, text book library, recitation rooms, and auditorium.

On the third floor are the sewing, dressmaking, millinery, and art needlework rooms, small sewing room for practice teaching, recitation rooms and offices for the domestic art teachers.

On the fourth floor are four large kitchens, a dietetic laboratory, small kitchens and attached dining rooms for classes in practice teaching, a lecture and demonstration room, recitation rooms and offices for domestic science teachers.

On the fifth floor are three large chemistry laboratories, a small chemical laboratory for experimental and research work, a biological laboratory, art rooms for drawing and design and house decoration, a large lecture and demonstration room for science classes, recitation rooms, and offices for science and art teachers.

Two large passenger elevators enable students to pass from one floor to another without using the stairways.

The refrigerating plant furnishes the refrigeration needed for the kitchens and laboratories without the trouble and annoyance of bringing ice into the building.

Good ventilation is secured throughout the building. Two 72-inch fans driven by electric power, distribute warm air properly humidified through every room, and the circulation is aided by two exhaust fans in the attic.

The auditorium seats eight hundred and fifty people. The stage is 50 feet by 22 feet with a height of 50 feet in the clear, and is provided with an asbestos curtain and a good supply of stage scenery for school and professional dramatics. A projection lantern and fireproof moving picture booth, with moving picture machine form a part of the equipment.

The building is provided with a very complete system of fire escapes approved by the State Engineer as meeting the requirements of the state building code.

A Kerner incinerator is installed with an opening on each floor, making it easy to dispose of garbage from the kitchens and sweepings and refuse of any kind from each floor.

TRADES SCHOOL

PLUMBING AND BRICKLAYING TRADES

This school is organized to meet the demand for men in the trades who possess the necessary technical knowledge, and skill in applying that knowledge through modern methods in construction work. Young men are able to secure this theoretical and practical training under competent instructors in much less time than under the apprenticeship system. Even when the apprenticeship conditions are most favorable, but little knowledge of the fundamental principles underlying the correct trade processes are ever acquired by the apprentice. With the instruction and practical training given in this school, its graduates are able to command good wages at once, and to become skilled workmen within a short time after completing their course of instruction in the school. It is not claimed that the completion of either of the courses in the school will entirely take the place of practical experience in the trade, so necessary for the skilled mechanic, but that these courses of instruction, when mastered, materially shorten the time required for a full mastery of the trade, and give a much better knowledge of the principles which determine the best trade processes and practice than can be obtained in any other way.

The work in each department is designed to meet the needs of the man who has already done some work in the trade as a workman, but who wants to strengthen and broaden his preparation through systematic instruction and training adapted to his special needs. It is also designed to meet the needs of the man who has no knowledge of the trade processes or of the principles underlying them and who wishes to take the necessary steps to become a skilled workman with capacity for leadership, in the shortest possible time.

FURTHER INFORMATION

Inquiries regarding the purpose and character of work offered at The Stout Institute, the regular courses of study or those of the summer session, the Bulletin and other publications of the school; or inquiries regarding the qualifications of Stout graduates for the teaching of special subjects, should be addressed to

L. D. HARVEY,
President The Stout Institute,
Menomonie, Wisconsin.

CALENDAR FOR 1916-1917

Eleventh Annual Summer Session begins
July 31, 1916--Ends September 1, 1916

Fourteenth Regular Session begins
September 11, 1916--Ends June 1, 1917

First Semester ends January 26, 1917
Second Semester begins January 29, 1917

Holiday Vacation begins December 22, 1916
Holiday Vacation ends January 3, 1917